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Achievement Network



Kindra Clineff courtesy of Boston Collegiate Charter School

Structures and Teacher Support for Using
LDOE's New Eureka Remediation Tools



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Objectives

- Understand common instructional pitfalls in supporting struggling students in math
- Learn how teachers can use LDOE's Eureka Remediation Tools to diagnose student gaps and plan aligned instruction
- Identify school structures and leadership practices needed to support instruction with Eureka curriculum that is aligned to grade-level standards and student needs

Reflect on Your Beliefs About Math Remediation

What do you believe students who are below grade level in math need to catch up?

What does it look like for students to catch up?


What math remediation practices have you observed to be ineffective?

Our Beliefs & Observations

- ❖ Eureka is one of the strongest math curricula available, and that matters for student achievement.
- ❖ ALL students deserve access to rigorous, grade level content.
- ❖ Teachers commonly report struggles using Eureka with students who are behind. Some have trouble getting to grade-level content because of time spent remediating.
- ❖ Many schools have math remediation or intervention blocks that aren't being maximized. Teachers may be ill-equipped to effectively remediate based on available resources, training, or mindset.

Common Missteps in Math Remediation

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Recommendations for Targeted Math Support and Interventions

Use this resource while addressing gaps in student understanding in both universal instruction and math interventions. Gain knowledge of common pitfalls schools fall into, and adjust approaches accordingly based on the recommendations below.

Common Misstep	Recommendation
Blindly adhering to a pacing guide/calendar	Use formative data to gauge student understanding and inform pacing
Halting instruction for a broad review	Provide just in time support within each unit or during intervention

What are the consequences you see from the starred missteps?

A New Resource from LDOE: Eureka Remediation Tools

- Examine this sample Remediation Tool for Grade 5 - Module 1, Topic A, considering the following:
 - What do you notice about the diagnostic questions on p. 3-4?
 - How could this tool help teachers or save them time?
 - When and how do you envision teachers in your school using components of this tool?

A New Resource from LDOE: Eureka Remediation Tools

- Available for prioritized topics in Grades 4-8 and Algebra I
- Include 3 diagnostic questions for prior grade level standards that are prerequisites for new content
- Point teachers to portions of prior grade level Eureka lessons that can be used to target the gaps that are revealed
- Can be used within core math class, intervention time, or a combination

LDOE Tools Address Common Missteps in Math Remediation

	Common Misstep	Recommendation
★	Halting instruction for a broad review	Provide just in time support within each unit or during intervention
★	Trying to address every gap a student has	Prioritize most essential prerequisite skills and understanding for upcoming content
★	Disconnecting intervention from content students are learning in math class	Connect learning experiences in intervention and universal instruction
★	Teaching all standards in intervention in a step-by-step, procedural way	Consider the aspect of rigor called for in the standards when designing and choosing tasks, activities, or learning experiences

Recommended Approach

Diagnose



Understand



Take Action

- Embed diagnostic questions in instruction/assessment prior to starting the new module/topic
- Determine what gaps exist and whether they are for the whole class or a small group

- Study how the prerequisite standard relates to the new content
- Understand whether the gap can be addressed alongside upcoming material or if it must come before

- Whole class needs: plan to build needed scaffolds into upcoming lessons. If needed, adjust pacing calendar to add in additional lessons
- Small group needs: plan differentiated instruction or coordinate to address gaps within intervention periods

Practice with the Tool

Analyzing Student Work from Diagnostic Questions

Read the “Diagnostic Assessment” section on page 2 of the Tool.

Review the sample student work to determine where gaps exist.

Understand the Standard & How it Connects to Upcoming Material

Use guidance on p. 6 for 4.NBT.A.1:

- What component of rigor is addressed by this standard?
- How does that knowledge/skill connect to this 5th grade content in Module 1 - Topic A - Lesson 2:

NYS COMMON CORE MATHEMATICS CURRICULUM

Lesson 2 Exit Ticket

5•1

1. Solve.

a. $32.1 \times 10 =$ _____

b. $3632.1 \div 10 =$ _____

Take Action

- Identify which prior grade lessons should be used, when, and with which students
- Decide whether the gaps displayed by students should be addressed prior to starting this Module or if can be filled alongside grade level content

Module 1: Place Value and Decimal Fractions

Lesson	Course Level Content Standards	Standards from other Grades	Action	Notes/Rationale for Action
1.1	5.NBT.A.1, 5.NBT.A.2*		O	• This Lesson includes explaining a the quotient, when a decimal is of 5.NBT.A.2.
1.2	5.NBT.A.1, 5.NBT.A.2*		O	• This Lesson includes explaining a multiplying a number by powers digits in the product or the quot which will lead to mastery of 5.N
1.3	5.NBT.A.1, 5.NBT.A.2		O	
1.4	5.NBT.A.1, 5.NBT.A.2, 5.MD.A.1*		O	• This Lesson includes converting measurement system which will
1.5	5.NBT.A.3a		O	
1.6	5.NBT.A.3a, 5.NBT.A.3b		O	
1.7	5.NBT.A.4		O	
1.8	5.NBT.A.4		O	

R = optional for remediation; E = optional for enrichment; O = on grade level

Who should use this and When?



Using Pre-assessment Data to Adapt Instruction for the Whole Class

Diagnose & Understand

- The Math team at a school in Chicago worked alongside their ANet coach to create a pre-assessment they administered to their 6th grade class prior to starting Module 4 of Eureka.
- Review the diagnostic and student results analysis spreadsheet they created. **What do you notice about the process this team used to diagnose students' remediation needs?**

Take Action

- Address minor gaps by adding scaffolding and additional supports into the lessons
- Address major gaps:
 - For a majority of students: by adjusting your pacing calendar to insert 1-2 prerequisite lessons
 - For a specific group of students: by leveraging intervention or small group time

Reflections on the Chicago Approach



Applying Lessons Learned to the LDOE Tools

- What parts of the Chicago project are “done for us” by LDOE?
- Therefore...

What are the key actions needed to support students who may not be prepared to engage in the grade-level content of all Eureka lessons?

Leadership & School Structure Considerations

Importance of Curriculum Internalization

Read the blog post “Is that lesson delicious?
Why curriculum is like a cookbook”.

Why is it critical to set aside time for teachers
to internalize curriculum?

Key Considerations

- Reflect & jot planning notes in the table on p. 3 of the Participant Packet.

Maximizing Use of Intervention Time

- Standards-aligned work (even if below grade level standards)
- Communication rhythms on plans and data between core math teacher and intervention teachers
- Assessing the quality, alignment, and effectiveness of current intervention programs
- Including intervention teachers in math PD

Staying Focused on Core Action 1

CORE ACTION 1: Ensure the work of the lesson reflects the Shifts required by the CCSS for Mathematics.

A. The lesson focuses on the depth of grade-level cluster(s), grade-level content standard(s), or part(s) thereof.

B. The lesson intentionally relates new concepts to students' prior skills and knowledge.

C. The lesson intentionally targets the aspect(s) of rigor (conceptual understanding, procedural skill and fluency, application) called for by the standard(s) being addressed.

Using Eureka Well

- Module Level Planning
 - Study the standards
 - Take & tag the end of module assessment
- Daily Planning
 1. Identify and dig into the targeted standard(s)
 2. Annotate the lesson, working every problem to get clear on desired understandings, potential modifications, and facilitation moves.
 3. Determine remediation needs and approaches to support students who miss the exit ticket items.

Closing

Reflection / Planning Time

- Plan how the Eureka Remediation Tools will be used
- Take action
- Make this coherent for your teachers

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